

## 2004-2005 No Child Left Behind - Blue Ribbon Schools Program

### U.S. Department of Education

#### Cover Sheet

Type of School: ☒ Elementary ☐ Middle ☐ High ☐ K-12

Name of Principal: Mrs. Kathy Dennen

(Specify: Ms., Miss, Mrs., Dr., Mr., Other) (As it should appear in the official records)

Official School Name: McCardle Elementary

(As it should appear in the official records)

School Mailing: Address

577 East Sierra

(If address is P.O. Box, also include street address)

Fresno

CA

94710-3824

City

State

Zip Code+4 (9 digits total)

County Fresno

School Code Number\* 10-62166 - 6085120

Telephone ( 559 ) 451-4540

Fax ( 559 ) 447-1125

Website/URL www.fresno.k12.ca.us

E-mail kxdenne@fresno.k12.ca.us

I have reviewed the information in this application, including the eligibility requirements on page 2, and certify that to the best of my knowledge all information is accurate.

\_\_\_\_\_  
(Principal's Signature) Date 2-1-05

Name of Superintendent\* Mr. Charles E. McCully, Interim Superintendent

(Specify: Ms., Miss, Mrs., Dr., Mr., Other)

District Name Fresno Unified School District

Tel. ( 559 ) 457-3882

I have reviewed the information in this application, including the eligibility requirements on page 2, and certify that to the best of my knowledge it is accurate.

\_\_\_\_\_  
Date 2-1-05

Name of School Board Ms. Luisa Medina, Board of Education, President

President/Chairperson \_\_\_\_\_

(Specify: Ms., Miss, Mrs., Dr., Mr., Other)

I have reviewed the information in this package, including the eligibility requirements on page 2, and certify that to the best of my knowledge it is accurate.

\_\_\_\_\_  
(School Board President's/Chairperson's Signature) Date 2-1-05

*\*Private Schools: If the information requested is not applicable, write N/A in the space.*

## **PART I - ELIGIBILITY CERTIFICATION**

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The signatures on the first page of this application certify that each of the statements below concerning the school's eligibility and compliance with U.S. Department of Education, Office of Civil Rights (OCR) requirements is true and correct.

1. The school has some configuration that includes grades K-12. (Schools with one principal, even K-12 schools, must apply as an entire school.)
2. The school has not been in school improvement status or been identified by the state as "persistently dangerous" within the last two years. To meet final eligibility, the school must meet the state's adequate yearly progress requirement in the 2004-2005 school year.
3. If the school includes grades 7 or higher, it has foreign language as a part of its core curriculum.
4. The school has been in existence for five full years, that is, from at least September 1999 and has not received the 2003 or 2004 *No Child Left Behind – Blue Ribbon Schools Award*.
5. The nominated school or district is not refusing the OCR access to information necessary to investigate a civil rights complaint or to conduct a district-wide compliance review.
6. The OCR has not issued a violation letter of findings to the school district concluding that the nominated school or the district as a whole has violated one or more of the civil rights statutes. A violation letter of findings will not be considered outstanding if the OCR has accepted a corrective action plan from the district to remedy the violation.
7. The U.S. Department of Justice does not have a pending suit alleging that the nominated school, or the school district as a whole, has violated one or more of the civil rights statutes or the Constitution's equal protection clause.
8. There are no findings of violations of the Individuals with Disabilities Education Act in a U.S. Department of Education monitoring report that apply to the school or school district in question; or if there are such findings, the state or district has corrected, or agreed to correct, the findings.

## PART II - DEMOGRAPHIC DATA

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All data are the most recent year available.

**DISTRICT** (Questions 1-2 not applicable to private schools)

1. Number of schools in the district:
 

61 Elementary schools  
19 Middle schools  
 \_\_\_\_\_ Junior high schools  
8 High schools  
 \_\_\_\_\_ Other  
  
88 TOTAL
  
2. District Per Pupil Expenditure: \$7,821  
 Average State Per Pupil Expenditure: \$6,542.21

**SCHOOL** (To be completed by all schools)

3. Category that best describes the area where the school is located:
 

☒ Urban or large central city  
☐ Suburban school with characteristics typical of an urban area  
☐ Suburban  
☐ Small city or town in a rural area  
☐ Rural
  
4. 1 Number of years the principal has been in her/his position at this school.  
10 If fewer than three years, how long was the previous principal at this school?
  
5. Number of students as of October 1 enrolled at each grade level or its equivalent in applying school only:

Grade	# of Males	# of Females	Grade Total		Grade	# of Males	# of Females	Grade Total
PreK					7			
K	42	39	81		8			
1	47	32	79		9			
2	33	46	79		10			
3	48	45	93		11			
4	42	44	86		12			
5	42	33	75		Other			
6	32	38	70					
			TOTAL STUDENTS IN THE APPLYING SCHOOL →					563

[Throughout the document, round numbers to avoid decimals.]

6. Racial/ethnic composition of the students in the school:
- |             |                                  |
|-------------|----------------------------------|
| <u>35</u>   | % White                          |
| <u>11</u>   | % Black or African American      |
| <u>42</u>   | % Hispanic or Latino             |
| <u>9</u>    | % Asian/Pacific Islander         |
| <u>3</u>    | % American Indian/Alaskan Native |
| <b>100%</b> | <b>Total</b>                     |

Use only the five standard categories in reporting the racial/ethnic composition of the school.

7. Student turnover, or mobility rate, during the past year: 27%

(This rate should be calculated using the grid below. The answer to (6) is the mobility rate.)

(1)	Number of students who transferred <i>to</i> the school after October 1 until the end of the year.	74
(2)	Number of students who transferred <i>from</i> the school after October 1 until the end of the year.	69
(3)	Subtotal of all transferred students [sum of rows (1) and (2)]	143
(4)	Total number of students in the school as of October 1	536
(5)	Subtotal in row (3) divided by total in row (4)	0.26679
(6)	Amount in row (5) multiplied by 100	26.68

8. Limited English Proficient students in the school: 11%  
60 Total Number Limited English Proficient

Number of languages represented: 9

Specify languages: Spanish, Hmong, Russian, Armenian, Lao, Vietnamese, Pilipino, Punjabi, and

9. Students eligible for free/reduced-priced meals: 53 %

Total number students who qualify: 298

If this method does not produce an accurate estimate of the percentage of students from low-income families or the school does not participate in the federally-supported lunch program, specify a more accurate estimate, tell why the school chose it, and explain how it arrived at this estimate.

10. Students receiving special education services: 11%  
64 Total Number of Students Served

Indicate below the number of students with disabilities according to conditions designated in the Individuals with Disabilities Education Act.

<u>1</u> Autism	<u>1</u> Orthopedic Impairment
<u>0</u> Deafness	<u>9</u> Other Health Impaired
<u>0</u> Deaf-Blindness	<u>20</u> Specific Learning Disability
<u>1</u> Emotional Disturbance	<u>27</u> Speech or Language Impairment
<u>1</u> Hearing Impairment	<u>0</u> Traumatic Brain Injury
<u>3</u> Mental Retardation	<u>0</u> Visual Impairment Including Blindness
<u>1</u> Multiple Disabilities	

11. Indicate number of full-time and part-time staff members in each of the categories below:

**Number of Staff**

	<u><b>Full-time</b></u>	<u><b>Part-Time</b></u>
Administrator(s)	<u>1</u>	<u>          </u>
Classroom teachers	<u>26</u>	<u>          </u>
Special resource teachers/specialists	<u>1</u>	<u>          </u>
Paraprofessionals	<u>7</u>	<u>10</u>
Support staff	<u>7</u>	<u>3</u> Certificated tutors
Total number	<u>42</u>	<u>18</u>

12. Average school student-“classroom teacher” ratio: 20 to 1 in K-3 and 30 to 1 in 4-6

13. Show the attendance patterns of teachers and students as a percentage. The student dropout rate is defined by the state. The student drop-off rate is the difference between the number of entering students and the number of exiting students from the same cohort. (From the same cohort, subtract the number of exiting students from the number of entering students; divide that number by the number of entering students; multiply by 100 to get the percentage drop-off rate.) Briefly explain in 100 words or fewer any major discrepancy between the dropout rate and the drop-off rate. (Only middle and high schools need to supply dropout rates and only high schools need to supply drop-off rates.)

	2003-2004	2002-2003	2001-2002	2000-2001	1999-2000
Daily student attendance	96%	95%	95%	95%	95%
Daily teacher attendance	90%	90%	90%	90%	90%
Teacher turnover rate	3%	3%	3%	3%	3%
Student dropout rate (middle/high)	NA%	NA%	NA%	NA%	NA%
Student drop-off rate (high school)	NA%	NA%	NA%	NA%	NA%

14. (**High Schools Only**) Show what the students who graduated in Spring 2004 are doing as of September 2004. N/A

### PART III – SUMMARY

McCardle is a highly successful school of caring, dedicated people, implementing student-centered, meaningful programs by using “research-based best practices” through student-parent-teacher involved processes. It is McCardle’s belief that all members of the community make important contributions to the work of the school, which is teaching and learning. McCardle “starts with the end in Mind” by defining what students need to know, understand, and be able to do upon leaving McCardle. This vision is clearly articulated through McCardle’s school wide goals: 1) The School As A Community; 2) A Standards-Based Curriculum With Coherence; 3) A Strong Learning Climate; and 4) A Commitment to Character.

The 1972-73 school year was the first operating school year for McCardle School. It is located in the Northeastern part of Fresno in the heart of the nation’s agricultural community, the San Joaquin Valley. Twenty-seven regular and special education teachers compose a dynamic team along with the principal and a small auxiliary staff. They “do it all” with limited categorical funded support. As the school demographics continue to change, the staff has continued to embrace the students by working diligently to provide them with a strong academic focus and high expectations for all. The racial/ethnic composition of the students is: 35% white, 11% African American, 42% Hispanic, 9% Asian and 3% American Indian. The staff understands that diversity strengthens the school and enriches lives.

Visitors receive a colorful “McCardle Mustang Welcome” through a large energized drawing of our mascot at the school’s entrance to the school. Vivid school colors of green and white enhance the traditional columns in the entrance as well. These columns reflect the strong tradition of high expectations, excellence, caring, and professionalism present at McCardle. The well-manicured school mirrors the school-community’s commitment, values, and beliefs about meeting the needs of all children. This robust focus is readily apparent as an observer listens to the excited chatter of 6<sup>th</sup> graders as they return from their four day outdoor education experience near Yosemite National Park or when 3<sup>rd</sup> grade students prepared a mock election on November 2 with a voting booth for all McCardle students to cast their vote for President.

The mission of McCardle Elementary School is to provide an educational program with high expectations for all students to learn academic, social and emotional skills needed to become life-long learners. Inherent to this mission is the assurance that all students are treated with respect and kindness while maintaining high expectations for them. As a community of learners:

- We understand the importance of developing children as responsible citizens,
- We value academic grade level content standards that are aligned and a cohesive system of what students should know and be able to do before they leave McCardle and are committed to ensuring that students learn them,
- We commit to providing differentiated instruction to assure access, equity and success for all students,
- We recognize the value of parents in the educational process and will continue to inform them of their child’s educational program and involve them in all aspects of the school, and
- We will exemplify respect, courtesy, and the highest professional standards.

We are confident that McCardle epitomizes the characteristics of high performing schools which for us include: a clear and shared focus with leadership capacity at all levels; high levels of collaboration and communication; standards-based curriculum and effective teaching strategies; frequent monitoring of teaching and learning; data review, assessment and accountability; a cohesive professional development program; a strategic process of prevention and a continuum of interventions, and a continual emphasis on improvement.

McCardle School’s foundation is built on a **culture of achievement** and the concept that the school is a **community of learners and leaders**. Our students, staff, parents and school-community recognize that only through our ongoing cooperation and collaboration can the best educational program be provided for children.

## PART IV – INDICATORS OF ACADEMIC SUCCESS

### 1. School Assessment Results

**Formative and summative assessments** are utilized and are integral to McCardle’s aligned curricular, assessment, and instructional programs. Simply put, McCardle teachers collaboratively and consistently use data to drive their instructional decisions and make changes as the “drill down” to identify focus standards to better meet the needs of **all** students. At the beginning of each school year, diagnostic tests are administered to determine an individual student’s learning profile of strengths and weaknesses. This assists teachers in organizing to strategically teach students at their level, differentiate instruction by subgroups, and to target instruction. Summative, state-required assessments to determine student achievement include the California Achievement Test (CAT 6), the California Standards test (CST), 4<sup>th</sup> grade Writing Assessment, California English Language Development Test (CELDT) for English Learners, and the California Alternate Performance Assessment (CAPA) for special education students.

In the past years, all students in grades 2-6 in California have been administered a norm-referenced test, the **CAT 6**. Fundamental to the design of a norm-referenced test is that 50% of the students in the norm group will score below the 50<sup>th</sup> percentile. In California, the 50<sup>th</sup> percentile is considered grade level. **CAT 6** Reading and Mathematics results are reported in five quintiles with accompanying percentile rankings. Thus in our data analyses, we make interpretations based on these quintiles/percentiles to determine the number and percentage of our students scoring at the 50 percentile, (i.e., grade level). As always, it is our goal that students achieve at the highest levels—at least at the 50<sup>th</sup> percentile or higher.

In contrast, the **CST** is a criterion-referenced test in Reading (English Language Arts-ELA) and Mathematics that sets a number of correct responses (or a scaled score) needed to demonstrate mastery of the academic grade level content standards. If a student meets the score, he/she has achieved the standards. The following five performance levels with applicable scale scores have been identified: Far Below Basic, Below Basic, Basic, Proficient, and Advanced. The State Board of Education has set the “**proficient**” level as the target level for all students. Thus, the goal is for students to score **Proficient or Advanced**. Performance level results are reported for each individual student, by subgroups, and school wide. Therefore, data review readily identifies the number of students and percent proficient at each level. The website where information on the state assessment system is <http://star.cde.ca.gov/star>.

Overall, in reviewing data over the past five years, it is clear that all students are consistently moving toward the state “proficient target”. Further analysis of subgroup test results also supports this positive progress indicating that increasingly more of McCardle students are moving toward proficiency. Analysis of students at “proficient or above” indicates: overall, females slightly outperform males in both ELA and Math, 2) the same is true for students with no reported disability and students non-economically disadvantaged; and 3) the largest disparity was economically disadvantaged students. (See website data) Given the disparity, McCardle continues to emphasize and utilize “good first teaching” through explicit, direct instruction provided by the classroom teacher. However, additional materials, strategies and processes are utilized that are preventive in nature as well as build on a continuum of interventions that provide additional learning time, extra support and specialized personnel as needed.

A **formative** assessment, the ELA/Math benchmark test, the Grade Level Assessment of Standards or **GLAS**, is administered each trimester to provide a snapshot in time of students’ progress toward learning the standards. These assessments highly correlate to the **CST**, are a keen predictor of students’ learning, and are a tool for monitoring standards-based instruction. A second **formative** assessment tool is a Curriculum Embedded Assessment, the Houghton Mifflin (HM) Theme Skills Test. Results from the GLAS/HM test reveal **vocabulary development** as a consistent weakness. To that end, McCardle teachers have placed an intense focus on teaching **vocabulary standards** as well as increasing, encouraging and monitoring extensive reading time for students. In general over the past several years, the number of students scoring at Far Below Basic and Below Basic has decreased significantly as the number of students’ meeting the **proficient target** increases.

## **2. Use of Assessment Data**

The district's office of Research and Evaluation (REA) provides comprehensive, total school wide results and disaggregated data on both school and individual performance on standardized measures including those required by the California Department of Education. In addition to the state assessments, Fresno Unified School District administers benchmark assessments the Grade Level Academic Assessment of Standards (GLAS) every ten weeks to provide additional information on student performance and progress. Using results from both the state CST and the district GLAS, teachers are able to monitor student growth as well as develop monthly focus goals to address specific student/classroom deficiencies. Teachers use the data in initial planning, planning for review, re-teaching, and pacing. Each grade level meets as a group with the principal monthly to pinpoint curricular areas of weakness to assist in making decisions on how to improve instructional strategies and ultimately, student performance. In order to differentiate instruction teachers may provide additional modified homework, reduce length of assignments, provide after school academic assistance (homework club), modify daily instruction, deploy students to other classrooms for specific skill instruction, or utilize cross age tutors to reinforce instruction. In addition, teachers may accommodate students in small groups focusing on specific areas of weakness and small group direct instruction using SRA Corrective Reading materials. Certificated tutors work with classroom teachers to provide additional support or intervention for students who are reading significantly below grade level. The school has also invested in the Accelerated Reader program which is used in conjunction with the school library. When a student is struggling to meet grade level standards, the teacher will meet with the parents to develop an Individual Student Learning Plan (ISLP) which is specifically tailored to address the academic weaknesses of an individual student in reading, math, and/or written language and is carefully monitored by the classroom teacher.

## **3. Communication with Students, Parents and the Community**

McCardle's powerful and institutionalized legacy of all stakeholders working together to ensure student success is continuously exemplified by communicating student performance levels.

Individual student results from state assessments are communicated by letter to parents at the end of each year and during parent-teacher conferences held at the end of the first quarter. Each letter explains the academic content standards and indicates individual student performance. School wide state-required assessment results are posted on the Internet for public access and parents are reminded to locate and review results.

When students are personally involved as stakeholders, their performance tends to increase. Teachers have made it a priority to meet with each student individually to review his/her test scores and set goals for advancement to the next level of achievement. The principal also targets specific students for academic monitoring throughout the year. In addition to the first quarter parent conferences, teachers also communicate student progress to parents on a daily/weekly basis either verbally or in written form. This communication may include classroom newsletters.

Using graphs, technology, and other resources in parent-friendly formats, the principal regularly communicates data and student progress to parents through Parent Teacher Association (PTA) meetings, School Site Council (SSC), the English Language Advisory Committee (ELAC), and school newsletters.

Teachers are constantly looking for opportunities to recognize students for outstanding academic achievement. McCardle has implemented a system to recognize academic performance that includes Honor Roll, Merit List, and Math Whiz and Mastery certificates for improved learning. Local businesses and community organizations provide rewards and incentives too. Student recognition is provided at school-community assemblies which are highly supported and attended by parents and community members.



#### 4. Communication with Other Schools

It is of prime importance that best practices be shared and good communication is maintained within our own site, but it is important to dialogue with other schools within the district, the area, and within our local higher education systems—California State University, Fresno (CSUF), Pacific College and National University.

At the beginning of each school year, teachers return 3 days early to participate in district-wide trainings designed to enhance academic instruction in targeted areas. At these in-services, teachers are provided the opportunity to collaborate, incorporate their new learning into instruction, build support networks and share new ideas and strategies.

For the past 4 years, McCardle has been involved with 12 other schools in grade level, job-embedded, standards-based, results-driven trimester Alliance trainings. At the Alliance, data is reviewed, strengths and weaknesses revealed, focus content standards identified, and best practices highlighted.

McCardle intermediate grade level teachers have participated with 12 other schools in the Teacher Cadre Literacy Program. Their work in the Cadre provides another valuable opportunity to share with one another, and to refine their skills and the delivery of the English Language Arts program.

Our school is fortunate to be a school site trainer for future educators too. Currently, we have interns, student teachers and high school and college tutors who are learning valuable knowledge from their experiences at our site.

Several McCardle teachers are Curriculum Representatives, and they attend district meetings to share with one another across the 60 elementary schools. At these meetings, they are also updated on the most current strategies, resources and supports available. Finally, our principal remains connected to the university to stay abreast of “what works” by attending weekend meetings of the “**CSUF Best Practices Institute**” where cutting-edge research, nationally-noted speakers and improvement/reform efforts are highlighted.

The McCardle staff reports being revitalized, validated and affirmed by their participation, sharing and celebrating successes in these professional, capacity-building endeavors.

### PART V – CURRICULUM INSTRUCTION

#### 1. School’s Curriculum

McCardle School offers a comprehensive core curriculum that is aligned to state standards based on Fresno Unified School District’s core/baseline curriculum. The teachers use the required district adopted instructional program and required assessments at all grade levels throughout the school. The California grade level standards in all curriculum areas, and district proficiencies in language arts and mathematics have been established at each grade level. The school uses the district pacing schedule for language arts and mathematics.

a. Language Arts: All classrooms provide a standards driven, language rich environment that addresses the components of a language arts block. (Phonics, language development, working with words, reading workshop, shared reading/interactive read alouds, shared writing/interactive writing, oral presentations, monitoring and assessment and interventions) The adopted text is Reading California including ELD published by Houghton Mifflin, and this program is a comprehensive organized skills program. At McCardle, there is an uninterrupted designated time block for language arts. The school strives to have each student reach the following goals: 1) develop competent, confident and expressive communicators, 2) utilize the writing process including composing and the conventions of writing and 3) learning to read in K-3 and reading to learn in grades 4-6.

b. Mathematics: Mathematics instruction using the Harcourt Brace Math textbook is standards driven as appropriate to each grade level and is based on the Introduce, Teach, Practice, Assessment delivery model. The balanced mathematical curriculum emphasizes foundational skills and processes, builds

understanding of procedure, and helps students apply these skills. The instruction addresses the following content strands: number sense, algebra and function, measurement and geometry, statistics and probability, mathematical reasoning and mathematical communication.

c. Science: The students at McCardle are instructed in science curriculum using the Harcourt Brace Science textbook which is organized under the headings of inquiry, and the physical, life and earth sciences. The students learn and develop the thinking process of observing, categorizing, relating, inferring, ordering, comparing, communicating and applying. Science is also integrated in other areas of the curriculum through the use of FOSS (Full Option Science Systems) kits, literature, technology, the language arts program and other materials.

d. Social Studies: McCardle School's social science curriculum is based on the California State History-Social Content Standards. The school uses the McGraw Hill Adventures in Time text series which is based on a theme for each grade level. The curriculum is presented largely through small, large and cooperative group instruction, hands-on activities, and presentations (individual, group and teacher). Social studies instruction which includes current events, geography, multiculture, value education and interpersonal problem-solving is also integrated into several other areas of the curriculum.

e. The Arts: The visual and performing arts are mainly correlated and integrated into other areas of the curriculum. In art the five strands of drawing, painting, printmaking, sculpture and collage are developed centering on the elements of line, shape, color, texture, value, form and space. In music, students experience expression, form, harmony, melody and rhythm. The teachers use art and music textbooks as a reference to encourage the students to have an understanding and appreciation of the visual and performing arts standards. Some students in grades 2-6 may participate in the McCardle chorus, and all 4<sup>th</sup> graders receive instruction in playing recorders. Drama is encouraged through creative dramatizations, role playing, poetry recitations, and choir readings to enhance all areas of the curriculum.

## **2a Reading Curriculum**

McCardle has been using the **academic content standards-based, scientifically-researched and State Board of Education** adopted, Reading California published by Houghton Mifflin for its reading instruction for the past 3 years. The heart of the program is **explicit, direct instruction**—"I do, We do, You do." For our diverse population, who are often less well prepared for academic learning and for students still acquiring essential knowledge and basic skills, e.g., English Learners, this teacher-centered approach of **explicit, direct instruction** is essentially customized for our students. All K-6 students are provided copies of the text that are aligned to the state's academic content standards. These core materials prescribe a minimum instructional time that should be given priority and protected from interruptions. McCardle teachers have refined the district's reading instruction pacing schedule to explicitly meet the needs of our students. Consequently, all teachers know when each lesson/theme is to be taught to ensure consistent access to a balanced program that is standards-aligned for all students.

This K-6 curriculum consistently integrates six overarching instructional strategies. These strategies are: 1) phonics/decoding, 2) predict/infer, 3) monitor/clarify, 4) question, 5) summarize, and 6) evaluate. Since McCardle teachers were already using the reciprocal strategy, Reading California was easily incorporated and implemented into current best practices. In this program, students are provided the opportunity to read whole class, small group and individually.

Comprehensive support materials are available to teachers throughout this curriculum. These supports include an independent reading series with videos and audio cassettes, a home/community connection, a writing center, formative and summative assessments, a web site, a cross-curricular connection and a technology component. A strong universal access piece includes leveled instructional books, materials for English Learners, Challenge projects for Gifted youngsters, and materials for Special Needs students. Through program evaluation, test scores, student work and other sources, our reading program is effective for all students and is narrowing the achievement gap for underperforming groups.

### **3. Other Curriculum Area**

McCardle has been using the content standards-aligned Harcourt Brace Math Program for the past four years. This is a teacher-friendly program that flows at an uncomplicated pace. There are problem solving activities in every chapter and the skills build upon one another. Concepts are continually reinforced and expanded upon through a spiraling instructional organization. Each lesson includes the following components: Introduce Teach, Practice and Assess. Teachers find the organization of the program and the activities within each component to be highly effective in teaching math at our site. The curriculum also has a Family Support component that includes family involvement activities and games.

Unfortunately, no one program is ever going to be perfectly designed to meet the needs of each individual student, so the teachers at McCardle are always finding ways to support and enhance instruction in mathematics. One way is the use of a “5-A-Day” to review previously taught math concepts. This has been an extremely effective way to assure that students retain information from earlier lessons. Our teachers are also very “hands on” when it comes to math instruction. Not only do they use manipulatives whenever necessary to enhance instruction, but they are also very conscious of connecting math to real world concepts. We recognize that the foundation of a successful math program comes from mastery of basic math facts. For the past three years we have had a school-wide program in place called “Math Master” and “Math Whiz.” In this program, students in grades 1-6 have the opportunity to demonstrate mastery of basic addition, subtraction, multiplication, and division through completion of timed drills developed specifically for each grade level. Students who achieve the titles of Master and Whiz receive rewards at the end of each semester. Lastly, we have a homework club for 4<sup>th</sup>-6<sup>th</sup> grade students which meets three days a week. The majority of students attending are there asking for help with their math. As a result of the additional support, we have continued to see improvements in mathematics.

Ultimately, our goal is to make sure that all of our students achieve the goals outlined in our school’s Mission Statement. Because the Harcourt Brace Math Program is directly aligned with the state’s mathematics standards, we are able to ensure that it provides all students exposure to and an opportunity to master the essential skills in math. Use of the standards-aligned program, use of supplementary materials and strategies, differentiated instruction, and high expectations for all children help us to achieve our mission of providing the best educational program possible and assuring the success for all students. Through the Family Support component, as well as each teacher’s diligent communication with parents, we assure that teachers, parents and students are all working together as a team to help students achieve to their maximum potential.

### **4. Different Instructional Methods**

The McCardle Staff uses a variety of different instructional methods and practices, and they follow best practice standards that are based on current research and that consistently offer the full benefits of the latest knowledge, technology and procedures. The teachers use a multi modality approach in the delivery of instruction keeping in mind students have different learning styles: visual, auditory and kinesthetic. They also use whole class, small group and one on one settings in order to encourage all students to achieve high levels of success. Special attention on the importance of differentiating instruction in the classrooms to better meet the needs of all students is a central theme of the school.

Marzano’s nine categories of instructional strategies that were extracted from research on effective instruction are the focus of the school. The nine categories are: identifying similarities and differences, summarizing and note taking, reinforcing effort and providing recognition, homework and practice, nonlinguistic representations, cooperative learning, setting objectives and providing feedback, generating and testing hypotheses and questions, and cues and advance organizers. The teachers use many instructional techniques that come under the nine Marzano categories since they improve student achievement in all subject areas at all grade levels.

To address closing the achievement gap, McCardle also provides several services that utilize instructional techniques that assist identified student learning. A special education resource specialist teacher provides support for nonidentified and identified special education students. Three part time certificated tutors provide intervention and support to students struggling in language arts in grades 1-6. All first and second graders are given the DIBELS test to identify students at risk in reading.

## 5. The School's Professional Development Program

Because the McCardle staff recognizes that learning is a lifelong process, professional development is an essential part of our program. Since McCardle's opening in 1972, it has undergone many changes in the demographics of its student population and restructuring within the district. One thing that has not changed, however, is the strong dedicated and enthusiastic faculty, working collectively as a unified team.

The principal and the teachers are continually reviewing and evaluating student data to make informed decisions for school improvement. To that end, our school has an early release day every Thursday. On these days, teachers have the opportunity to articulate within and across grade levels, analyze test data from both state and district assessments, time to strategize as a staff on how to best meet the many needs of our students, receive updates on the latest technology, including websites to support student learning, and attend presentations about new and different instructional approaches/programs.

In addition to the professional development that takes place within the school year, teachers also return to work early each fall to participate in inservices designed to enhance academic instruction in targeted areas. Over the past few years the focus has been on English Language Arts and Math. Not only do teachers have the opportunity to learn from some of the foremost experts in these areas, but they also are given time to dialogue with one another and determine how to best implement new strategies into their classroom instruction. Several of our teachers have also participated in a Teacher Cadre Literacy Program in which teachers have the opportunity to refine their skills and delivery of programs in the area of English Language Arts. Participating Cadre teachers then return to the school to share new information with other staff members.

The McCardle teachers take full advantage of the professional growth opportunities offered both at our site and through the district which always is standards-based and determined by student and teacher needs. Several teachers attend conferences paid for out of their own pockets because of their commitment to improving the quality of instruction. Our staff is determined to avail themselves of every opportunity to make sure students are meeting grade level standards. Accordingly, inherent in our **culture of achievement and learning** is the dedicated, relentless commitment to excellence by all teachers to be the very best we can be for the benefit of each and every student.

## PART VII - ASSESSMENT RESULTS

**Subject:** English Language Arts **Grade:** 2

**Test:** California Standards Test

**Edition/Publication Year** NA **Publisher** Educational Testing Services

	2003-04	2002-03	2001-02	2000-01
Testing month April				
<b>SCHOOL SCORES</b>				
% Far Below Basic & Above	100%	100%	100%	100%
% Below Basic & Above	83%	83%	89%	87%
% Basic & Above	69%	68%	72%	74%
% Proficient & Above	39%	36%	43%	33%
% Advanced	11%	9%	8%	9%
Number of students tested	84	92	74	77
Percent of total students tested	99%	98%	97%	94%
Number of students alternatively assessed	0	1	0	0
Percent of students alternatively assessed	0	1	0	0
<b>SUBGROUP SCORES</b>				
1. Economically Disadvantaged				
% Far Below Basic & Above	100%	100%	100%	100%
% Below Basic & Above	82%	65%	90%	87%
% Basic & Above	62%	34%	61%	66%
% Proficient & Above	15%	4%	22%	9%
% Advanced	5%	0%	0%	0%
Number of students tested	39	35	18	35
2. White				
% Far Below Basic & Above	100%	100%	100%	100%
% Below Basic & Above	88%	92%	84%	78%
% Basic & Above	85%	71%	69%	74%
% Proficient & Above	49%	50%	45%	29%
% Advanced	21%	13%	10%	16%
Number of students tested	39	38	29	31
3. African American				
% Far Below Basic & Above	100%	100%	100%	100%
% Below Basic & Above	100%	85%	71%	85%
% Basic & Above	88%	67%	71%	71%
% Proficient & Above	25%	33%	46%	29%
% Advanced	0%	7%	9%	0%
Number of students tested	8	15	11	7
4. Hispanic				
% Far Below Basic & Above	100%	100%	100%	100%
% Below Basic & Above	73%	76%	88%	94%
% Basic & Above	47%	67%	71%	73%
% Proficient & Above	28%	23%	49%	27%
% Advanced	3%	13%	4%	3%
Number of students tested	32	30	24	30
<b>STATE SCORES</b>				
% Far Below Basic & Above	100%	100%	100%	100%
% Below Basic & Above	87%	87%	85%	85%
% Basic & Above	65%	68%	63%	61%
% Proficient & Above	35%	36%	32%	32%
% Advanced	12%	125	9%	10%

**Subject:** English Language Arts **Grade:** 3

**Test:** California Standards Test

**Edition/Publication Year** NA **Publisher** Educational Testing Services

	2003-04	2002-03	2001-02	2000-01
Testing month April				
<b>SCHOOL SCORES</b>				
% Far Below Basic & Above	100%	100%	100%	100%
% Below Basic & Above	84%	91%	88%	87%
% Basic & Above	63%	75%	64%	67%
% Proficient & Above	36%	38%	39%	34%
% Advanced	10%	10%	11%	14%
Number of students tested	87	71	64	73
Percent of total students tested	100%	97%	97%	95%
Number of students alternatively assessed	1	0	0	0
Percent of students alternatively assessed	1	0	0	0
<b>SUBGROUP SCORES</b>				
1. Economically Disadvantaged				
% Far Below Basic & Above	100%	100%	100%	100%
% Below Basic & Above	79%	90%	83%	75%
% Basic & Above	53%	58%	58%	39%
% Proficient & Above	19%	7%	33%	4%
% Advanced	2%	7%	0%	0%
Number of students tested	53	31	12	22
2. White				
% Far Below Basic & Above	100%	100%	100%	100%
% Below Basic & Above	89%	91%	75%	82%
% Basic & Above	81%	74%	75%	64%
% Proficient & Above	61%	44%	60%	33%
% Advanced	22%	9%	15%	17%
Number of students tested	36	23	20	36
3. African American				
% Far Below Basic & Above	100%	100%	100%	100%
% Below Basic & Above	77%	92%	100%	87%
% Basic & Above	54%	92%	80%	67%
% Proficient & Above	15%	42%	20%	33%
% Advanced	0%	8%	0%	17%
Number of students tested	13	12	5	6
4. Hispanic				
% Far Below Basic & Above	100%	100%	100%	100%
% Below Basic & Above	88%	94%	97%	90%
% Basic & Above	52%	79%	58%	65%
% Proficient & Above	19%	39%	32%	35%
% Advanced	3%	11%	10	10%
Number of students tested	31	28	3	20
<b>STATE SCORES</b>				
% Far Below Basic & Above	100%	100%	100%	100%
% Below Basic & Above	83%	84%	96%	83%
% Basic & Above	61%	63%	73%	59%
% Proficient & Above	30%	33%	34%	30%
% Advanced	9%	10%	11%	9%

**Subject:** English Language Arts **Grade:** 4

**Test:** California Standards Test

**Edition/Publication Year** NA **Publisher** Educational Testing Services

	2003-04	2002-03	2001-02	2000-01
Testing month April				
<b>SCHOOL SCORES</b>				
% Far Below Basic & Above	100%	100%	100%	100%
% Below Basic & Above	95%	90%	92%	89%
% Basic & Above	83%	77%	77%	70%
% Proficient & Above	42%	41%	38%	31%
% Advanced	11%	16%	13%	2%
Number of students tested	84	70	68	100
Percent of total students tested	100%	97%	99%	94%
Number of students alternatively assessed	0	0	0	0
Percent of students alternatively assessed	0	0	0	0
<b>SUBGROUP SCORES</b>				
1. Economically Disadvantaged				
% Far Below Basic & Above	100%	100%	100%	100%
% Below Basic & Above	94%	83%	83%	80%
% Basic & Above	77%	50%	54%	44%
% Proficient & Above	30%	4%	4%	3%
% Advanced	9%	0%	0%	0%
Number of students tested	47	24	24	36
2. White				
% Far Below Basic & Above	100%	100%	100%	100%
% Below Basic & Above	100%	89%	86%	89%
% Basic & Above	88%	81%	79%	79%
% Proficient & Above	46%	46%	31%	38%
% Advanced	13%	19%	17%	2%
Number of students tested	24	26	29	42
3. African American				
% Far Below Basic & Above	100%	100%	100%	100%
% Below Basic & Above	100%	100%	100%	89%
% Basic & Above	92%	75%	71%	67%
% Proficient & Above	54%	38%	43%	33%
% Advanced	14%	38%	0%	0%
Number of students tested	13	8	7	9
4. Hispanic				
% Far Below Basic & Above	100%	100%	100%	100%
% Below Basic & Above	87%	93%	95%	92%
% Basic & Above	78%	79%	76%	68%
% Proficient & Above	44%	39%	38%	32%
% Advanced	13%	7%	10%	30%
Number of students tested	32	28	21	37
<b>STATE SCORES</b>				
% Far Below Basic & Above	100%	100%	100%	100%
% Below Basic & Above	91%	92%	90%	87%
% Basic & Above	73%	74%	71%	66%
% Proficient & Above	39%	39%	36%	33%
% Advanced	16%	15%	14%	11%

**Subject:** English Language Arts **Grade:** 5

**Test:** California Standards Test

**Edition/Publication Year** NA **Publisher** Educational Testing Services

	2003-04	2002-03	2001-02	2000-01
Testing month April				
<b>SCHOOL SCORES</b>				
% Far Below Basic & Above	100%	100%	100%	100%
% Below Basic & Above	84%	93%	91%	79%
% Basic & Above	65%	75%	78%	59%
% Proficient & Above	36%	41%	30%	26%
% Advanced	12%	8%	4%	6%
Number of students tested	66	76	86	91
Percent of total students tested	99%	97%	99%	94%
Number of students alternatively assessed	1	0	0	0
Percent of students alternatively assessed	1	0	0	0
<b>SUBGROUP SCORES</b>				
1. Economically Disadvantaged				
% Far Below Basic & Above	100%	100%	100%	100%
% Below Basic & Above	76%	88%	88%	69%
% Basic & Above	50%	50%	64%	38%
% Proficient & Above	13%	8%	7%	3%
% Advanced	3%	0%	0%	0%
Number of students tested	38	24	42	40
2. White				
% Far Below Basic & Above	100%	100%	100%	100%
% Below Basic & Above	82%	92%	88%	80%
% Basic & Above	73%	74%	83%	71%
% Proficient & Above	41%	38%	37%	36%
% Advanced	18%	9%	7%	9%
Number of students tested	22	34	41	44
3. African American				
% Far Below Basic & Above	100%	100%	100%	100%
% Below Basic & Above	88%	100%	89%	61%
% Basic & Above	75%	78%	67%	43%
% Proficient & Above	50%	33%	22%	14%
% Advanced	13%	11%	0	0
Number of students tested	8	9	9	14
4. Hispanic				
% Far Below Basic & Above	100%	100%	100%	100%
% Below Basic & Above	90%	95%	93%	90%
% Basic & Above	57%	79%	81%	55%
% Proficient & Above	32%	42%	35%	18%
% Advanced	7%	11%	0%	0%
Number of students tested	28	19	26	22
<b>STATE SCORES</b>				
% Far Below Basic & Above	100%	100%	100%	100%
% Below Basic & Above	87%	90%	90%	88%
% Basic & Above	71%	72%	71%	66%
% Proficient & Above	40%	36%	31%	28%
% Advanced	16%	10%	9%	7%



**Subject:** English Language Arts **Grade:** 6

**Test:** California Standards Test

**Edition/Publication Year** NA **Publisher** Educational Testing Services

	2003-04	2002-03	2001-02	2000-01
Testing month April				
<b>SCHOOL SCORES</b>				
% Far Below Basic & Above	100%	100%	100%	100%
% Below Basic & Above	91%	92%	83%	87%
% Basic & Above	75%	79%	67%	70%
% Proficient & Above	39%	38%	32%	31%
% Advanced	16%	5%	7%	4%
Number of students tested	77	92	92	84
Percent of total students tested	100%	100%	100%	97%
Number of students alternatively assessed	1	0	0	0
Percent of students alternatively assessed	1	0	0	0
<b>SUBGROUP SCORES</b>				
1. Economically Disadvantaged				
% Far Below Basic & Above	100%	100%	100%	100%
% Below Basic & Above	86%	84%	61%	77%
% Basic & Above	62%	58%	39%	48%
% Proficient & Above	21%	5%	0%	0%
% Advanced	0%	0%	0%	0%
Number of students tested	42	43	36	29
2. White				
% Far Below Basic & Above	100%	100%	100%	100%
% Below Basic & Above	90%	93%	89%	91%
% Basic & Above	73%	89%	76%	73%
% Proficient & Above	40%	49%	42%	33%
% Advanced	13%	7%	11%	2%
Number of students tested	30	45	45	51
3. African American				
% Far Below Basic & Above	100%	100%	100%	100%
% Below Basic & Above	90%	80%	78%	83%
% Basic & Above	90%	60%	57%	33%
% Proficient & Above	30%	30%	14%	33%
% Advanced	10%	10%	0%	0%
Number of students tested	10	10	14	3
4. Hispanic				
% Far Below Basic & Above	100%	100%	100%	100%
% Below Basic & Above	92%	93%	76%	76%
% Basic & Above	69%	81%	63%	57%
% Proficient & Above	39%	35%	25%	19%
% Advanced	15%	4%	0%	10%
Number of students tested	26	26	24	21
<b>STATE SCORES</b>				
% Far Below Basic & Above	100%	100%	100%	100%
% Below Basic & Above	91%	87%	85%	87%
% Basic & Above	72%	71%	66%	67%
% Proficient & Above	36%	36%	30%	31%
% Advanced	12%	13%	9%	8%

**Subject:** Math      **Grade:** 2  
**Test:** California Standards Test

**Edition/Publication Year** NA      **Publisher** Educational Testing Services

	2003-04	2002-03	2001-02
Testing month April			
<b>SCHOOL SCORES</b>			
% Far Below Basic & Above	100%	100%	100%
% Below Basic & Above	91%	91%	88%
% Basic & Above	77%	62%	74%
% Proficient & Above	57%	42%	53%
% Advanced	31%	17%	18%
Number of students tested	85	92	78
Percent of total students tested	99%	98%	95%
Number of students alternatively assessed	0	1	0
Percent of students alternatively assessed	0	1	0
<b>SUBGROUP SCORES</b>			
1. Economically Disadvantaged			
% Far Below Basic & Above	100%	100%	100%
% Below Basic & Above	97%	83%	86%
% Basic & Above	74%	37%	58%
% Proficient & Above	44%	20%	37%
% Advanced	18%	0	5%
Number of students tested	39	35	19
2. White			
% Far Below Basic & Above	100%	100%	100%
% Below Basic & Above	95%	95%	88%
% Basic & Above	80%	79%	73%
% Proficient & Above	72%	66%	53%
% Advanced	41%	26%	23%
Number of students tested	39	38	30
3. African American			
% Far Below Basic & Above	100%	100%	100%
% Below Basic & Above	100%	89%	92%
% Basic & Above	75%	60%	92%
% Proficient & Above	50%	27%	75%
% Advanced	38%	7%	8%
Number of students tested	8	15	12
4. Hispanic			
% Far Below Basic & Above	100%	100%	100%
% Below Basic & Above	82%	93%	85%
% Basic & Above	69%	53%	73%
% Proficient & Above	34%	27%	50%
% Advanced	19%	13%	15%
Number of students tested	32	30	26
<b>STATE SCORES</b>			
% Far Below Basic & Above	100%	100%	100%
% Below Basic & Above	99%	96%	92%
% Basic & Above	79%	76%	68%
% Proficient & Above	51%	53%	43%
% Advanced	23%	24%	16%

**Subject:** Math      **Grade:** 3  
**Test:** California Standards Test

**Edition/Publication Year** NA    **Publisher** Educational Testing Services

	2003-04	2002-03	2001-02
Testing month April			
<b>SCHOOL SCORES</b>			
% Far Below Basic & Above	100%	100%	100%
% Below Basic & Above	94%	95%	91%
% Basic & Above	71%	83%	66%
% Proficient & Above	47%	66%	43%
% Advanced	29%	20%	8%
Number of students tested	87	69	64
Percent of total students tested	100%	97%	95%
Number of students alternatively assessed	1	0	0
Percent of students alternatively assessed	1	0	0
<b>SUBGROUP SCORES</b>			
1. Economically Disadvantaged			
% Far Below Basic & Above	100%	100%	100%
% Below Basic & Above	92%	94%	100%
% Basic & Above	60%	68%	54%
% Proficient & Above	28%	39%	15%
% Advanced	13%	10%	0%
Number of students tested	53	31	13
2. White			
% Far Below Basic & Above	100%	100%	100%
% Below Basic & Above	97%	100%	86%
% Basic & Above	83%	91%	76%
% Proficient & Above	75%	65%	57%
% Advanced	50%	26%	10%
Number of students tested	36	23	21
3. African American			
% Far Below Basic & Above	100%	100%	100%
% Below Basic & Above	92%	100%	100%
% Basic & Above	46%	92%	67%
% Proficient & Above	23%	75%	50%
% Advanced	8%	8%	17%
Number of students tested	13	12	6
4. Hispanic			
% Far Below Basic & Above	100%	100%	100%
% Below Basic & Above	94%	93%	91%
% Basic & Above	68%	82%	58%
% Proficient & Above	29%	68%	32%
% Advanced	16%	18%	3%
Number of students tested	31	28	31
<b>STATE SCORES</b>			
% Far Below Basic & Above	100%	100%	100%
% Below Basic & Above	96%	94%	91%
% Basic & Above	73%	71%	65%
% Proficient & Above	48%	46%	38%
% Advanced	21%	19%	12%

**Subject:** Math      **Grade:** 4  
**Test:** California Standards Test

**Edition/Publication Year**      NA      **Publisher**      Educational Testing Services

	2003-04	2002-03	2001-02
Testing month April			
<b>SCHOOL SCORES</b>			
% Far Below Basic & Above	100%	100%	100%
% Below Basic & Above	93%	92%	90%
% Basic & Above	81%	79%	71%
% Proficient & Above	54%	50%	40%
% Advanced	19%	13%	20%
Number of students tested	83	67	68
Percent of total students tested	99%	96%	97%
Number of students alternatively assessed	0	0	0
Percent of students alternatively assessed	0	0	0
<b>SUBGROUP SCORES</b>			
1. Economically Disadvantaged			
% Far Below Basic & Above	100%	100%	100%
% Below Basic & Above	89%	88%	81%
% Basic & Above	72%	58%	42%
% Proficient & Above	43%	13%	15%
% Advanced	13%	0%	4%
Number of students tested	47%	24	26
2. White			
% Far Below Basic & Above	100%	100%	100%
% Below Basic & Above	100%	85%	84%
% Basic & Above	83%	77%	67%
% Proficient & Above	54%	58%	37%
% Advanced	75%	15%	17%
Number of students tested	24	26	30
3. African American			
% Far Below Basic & Above	100%	100%	100%
% Below Basic & Above	92%	100%	100%
% Basic	92%	88%	57%
% Proficient & Above	62%	50%	14%
% Advanced	15%	0%	14%
Number of students tested	13	8	7
4. Hispanic			
% Far Below Basic & Above	100%	100%	100%
% Below Basic & Above	88%	94%	95%
% Basic & Above	78%	75%	77%
% Proficient & Above	53%	43%	75%
% Advanced	16%	14%	14%
Number of students tested	32	28	22
<b>STATE SCORES</b>			
% Far Below Basic & Above	100%	100%	100%
% Below Basic & Above	97%	93%	93%
% Basic & Above	73%	72%	67%
% Proficient & Above	45%	45%	37%
% Advanced	18%	18%	13%

**Subject:** Math      **Grade:** 5  
**Test:** California Standards Test

**Edition/Publication Year** NA      **Publisher** Educational Testing Services

	2003-04	2002-03	2001-02
Testing month April			
<b>SCHOOL SCORES</b>			
% Far Below Basic & Above	100%	100%	100%
% Below Basic & Above	85%	89%	90%
% Basic & Above	62%	74%	62%
% Proficient & Above	47%	45%	28%
% Advanced	9%	18%	2%
Number of students tested	65	74	86
Percent of total students tested	98%	97%	98%
Number of students alternatively assessed	1	0	0
Percent of students alternatively assessed	1	0	0
<b>SUBGROUP SCORES</b>			
1. Economically Disadvantaged			
% Far Below Basic & Above	100%	100%	100%
% Below Basic & Above	79%	71%	89%
% Basic & Above	47%	50%	41%
% Proficient & Above	21%	8%	9%
% Advanced	0%	0%	0%
Number of students tested	38	24	44
2. White			
% Far Below Basic & Above	100%	100%	100%
% Below Basic & Above	82%	86%	94%
% Basic & Above	59%	71%	61%
% Proficient & Above	55%	47%	32%
% Advanced	18%	24%	5%
Number of students tested	22	34	41
3. African American			
% Far Below Basic & Above	100%	100%	100%
% Below Basic & Above	100%	88%	67%
% Basic & Above	88%	66%	67%
% Proficient & Above	38%	33%	22%
% Advanced	0	0	0%
Number of students tested	8	9	9%
4. Hispanic			
% Far Below Basic & Above	100%	100%	100%
% Below Basic & Above	87%	95%	90%
% Basic & Above	61%	79%	64%
% Proficient & Above	43%	42%	29%
% Advanced	4%	16%	0%
Number of students tested	28	19	28
<b>STATE SCORES</b>			
% Far Below Basic & Above	100%	100%	100%
% Below Basic & Above	90%	87%	90%
% Basic & Above	65%	61%	59%
% Proficient & Above	38%	35%	29%
% Advanced	12%	10%	59%

**Subject:** Math      **Grade:** 6  
**Test:** California Standards Test

**Edition/Publication Year** NA      **Publisher** Educational Testing Services

	2003-04	2002-03	2001-02
Testing month April			
<b>SCHOOL SCORES</b>			
% Far Below Basic & Above	100%	100%	100%
% Below Basic & Above	92%	96%	91%
% Basic & Above	70%	76%	67%
% Proficient & Above	40%	40%	32%
% Advanced	14%	7%	7%
Number of students tested	77	92	93
Percent of total students tested	100%	100%	99%
Number of students alternatively assessed	0	0	0
Percent of students alternatively assessed	0	0	0
<b>SUBGROUP SCORES</b>			
1. Economically Disadvantaged			
% Far Below Basic & Above	100%	100%	100%
% Below Basic & Above	90%	93%	82%
% Basic & Above	57%	58%	37%
% Proficient & Above	19%	9%	3%
% Advanced	2%	0%	0%
Number of students tested	42	43	38%
2. White			
% Far Below Basic & Above	100%	100%	100%
% Below Basic & Above	93%	96%	87%
% Basic & Above	73%	78%	70%
% Proficient & Above	40%	47%	40%
% Advanced	13%	7%	9%
Number of students tested	30	45	47
3. African American			
% Far Below Basic & Above	100%	100%	100%
% Below Basic & Above	100%	90%	93%
% Basic & Above	80%	40%	57%
% Proficient & Above	60%	30%	14%
% Advanced	0%	10%	0%
Number of students tested	10	10	14
4. Hispanic			
% Far Below Basic & Above	100%	100%	100%
% Below Basic & Above	89%	94%	92%
% Basic & Above	62%	86%	58%
% Proficient & Above	35%	39%	25%
% Advanced	15%	8%	4%
Number of students tested	26	26%	24%
<b>STATE SCORES</b>			
% Far Below Basic & Above	100%	100%	100%
% Below Basic & Above	93%	92%	91%
% Basic & Above	66%	64%	62%
% Proficient & Above	35%	34%	32%
% Advanced	12%	10%	10%